DOCUMENT RESUME

ED 227 170 TM 830 194

AUTHOR Major, Harriet; Plake, Barbara S.
TITLE Gender-Linked Perceptions and Causal Attributions of Female/Male Competencies.
SPONS AGENCY Nebraska Univ., Lincoln. Research Council.
PUB DATE Apr 83
NOTE 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, Montreal, Quebec, Canada, April 11-15, 1983). The appendices may be marginally legible due to broken type.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitude Measures; *Competence; Females; Feminism; Higher Education; *Intellectual Disciplines; Majors (Students); Males; Personality Traits; *Sex Differences; *Sex Role; *Student Attitudes
IDENTIFIERS *Gender Identity; Masculinity Femininity Variable

ABSTRACT

Undergraduate students (N=518) rated graduate application materials for males or females applying to traditionally perceived masculine or feminine fields. Independent variables were rater's pro/anti feminism, sex of subject, sex of referent, sex of field, and sex of attributes. Dependent variables were academic competence, personal dynamics, general rating, effort/ability, and luck. Perception of the applicant was affected by the rater's sex and attitude toward women and the match between the applicant's sex with gender of the chosen field of study. Masculine attributes were associated with academic competency. Males more often attributed success to effort/ability. Perception of luck in success was related to match of sex of referent, field, and attributes. The appendix contains an example of the attitude inventory on feminism. (Author/CM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227170

Gender-linked Perceptions and Causal Attributions of Female/Male Competencies

Harriet Major

Barbara S. Plake

University of Nebraska

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B S. Plake

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper presented at the annual meeting of the American Education and Research Association, Montreal, Canada 1983.

This research was funded, in part, by a research grant from the University of Nebraska-Lincoln Research Council.

TM 830 154

Gender-linked Perceptions and Causal Attributions

of Female/Male Competencies

(Abstract)

Undergraduate students (N = 518) rated graduate application materials for males or females applying to traditionally perceived masculine or feminine fields. Independent variables were rater's pro/anti feminism, sex of subject, sex of referent, sex of field, and sex of attributes. Dependent variables were academic competence, personal dynamics, general rating, effort/ability, and luck. Perception of the applicant was affected by the rater's sex and attitude toward women and the match between the applicant's sex with gender of the chosen field of study. Masculine attributes were associated with academic competency. Males more often attributed success to effort/ability. Perception of luck in success was related to match of sex of referent, field, and attributes.

Gender-linked Perceptions and Causal Attributions of Female/Male Competencies

Earlier research on the attributions of males and females about the competencies of male and female professionals revealed a strong negative bias against female abilities (Goldberg, 1968) which was only partially overcome in situations where the female had a predetermined high professional status (Peck, 1978; Pheterson, Kresler & Goldberg, 1971; Deaux & Taynor, 1973; Taynor & Deaux, 1973; Deaux & Emswiller, 1974; Taynor & Deaux, 1975; Abramson, 1974; Abramson, Goldberg, Greenberg & Abramson, 1977). More recent research has found that bias against competent women may have been partially attenuated by the progress made in attitude change by the women's movement (Chabot, Goldberg, Abramson & Abramson, 1974; Levenson, Burford, Bonno & Davis, 1975; Soto & Cole, 1975; Gross & Geffner, 1980). The degree of attenuation in the attitudes of males toward females has, in fact, been shown to be a function of male's changing attitudes toward women (Spence & Helmreich, 1972; Hagan & Kahn, 1975; Rapin & Cooper, 1980; Kahn, in press). In addition it has been found that this change is also affected by the gender-related nature of the occupation of choice (Mischel, 1974; Feather, 1975; Feather & Simon, 1975; Abramson, 1977; Bernard, 1979).

Two aspects of raters' assessment of referents have been considered in recent research studies. One direction is to focus on raters' perceptions of the referent's competence and interpersonal dynamics. Several studies have taken this tack (see, for example, Bernard, 1979; Peck, 1978; Abramson, Goldberg, Greenberg, & Abramson, 1977; Hagan & Kahn, 1975; Taynor & Deaux, 1975; Mischel, 1974). Bernard (1979) examined the impact of stereotypical sex-role behavior and gender-related nature of the major course of study of male and

female referents on the perceptions of male and female teachers of the student's competencies and their subsequent evaluation of the referent's written performance. Referents who were perceived as masculine in sex-role orientation received a higher evaluation by the teachers, regardless of the gender of the referent or rater, and the course of study. Additionally, teachers perceived both male and female students who exhibited cross-sex-role behaviors as more independent and intelligent. A second approach is to examine the rater's causal attributions for success of referents, considering sources of success as effort/ability linked or arrived at through luck. In a study of causal attribution across gender-linked tasks Deaux and Emswiller (1974) noted an overall main effect demonstrating that men are perceived as more skillful independent of the masculinity or femininity of the task. Women's performances, conversely, were more closely linked with luck, especially on the masculine task. Galper and Luck (1980) noted a "double standard" in the attribution patterns across genders. When raters considered male referents, role appropriateness and not positive or negative evaluation of the behavior proved the salient criterion for attribution. On the other hand, for the female referent, role appropriateness was not significant and negative behaviors led to a greater personal causal attribution than did positive behaviors.

Earlier research has focused on perceptions of raters about the competencies of male and female professionals while later research results have singled out the antifeminist male as having the most negative perceptions of female competencies. The purpose of this study was to extend the research on the attributions of competencies, capabilities, and causes for success of male and female referents. This study extends past research by considering not only the sex and characteristics of the referent person but also the

gender and attitude toward women of the raters. Specifically, this research assesses the attributions of pro and anti-feminist male and female raters of the competencies, personal dynamics, and reasons (effort/ability and luck) for expected success of stereotypical masculine or feminine male and female applicants to two gender-related degree programs.

Procedure and Methodology

Instrumentation

Two sets of instruments were used in this study. The first, an attitude inventory, was a 70 item Likert type scale composed of 35 items from the Bias in Attitude Survey, BIAS, (Jean & Reynolds, 1982) augmented to reduce instrument transparency by 35 items taken from the College Self-Expression Scale (Galassi, De Lo, Galassi & Bastein, 1974). The items were co-mingled in the 70 item scale but only the 35 BIAS items were scored. These scores were used to ascertain the raters degree of pro/anti-feminine sentiment. Subjects were assigned to pro/anti-feminism groups based on a median split of the BIAS.

The second set of instruments was developed to gather (1) demographic infromation about the raters: sex of rater, age of rater, rater's college major, education level and hometown size and (2) rater's perceptions of academic competency, personal dynamics, general ratings and involvement of ability/effort and luck in success of the referent. Each rater reviewed application materials which consisted of vitas designed for a male or a female applicant to a traditionally masculine field (engineering) or a classically feminine area (dietetics), and a letter of recommendation using masculine (e.g., assertive, independent) or feminine (e.g., helpful,

conscientious, friendly) attributes to describe the applicant. The application materials were equivalent in the levels of academic achievements, honors, and practical experiences. (Appendix A, Examples of Instruments.)

Upon review of the applicant's materials, each rater evaluated the referent on three sets of Likert type items. The first set was a 14 item instrument which asked the raters to assess the applicant (or referent) on a list of characteristics, assigning values from very low to very high using a five point scale. This set of items contained characteristics such as likeability, competency, suitability to field of choice. The responses were factor analyzed and two orthogonal dimensions emerged, which accounted for 46 percent of the total variance. These two factors were identified as academic competence (e.g., competency of student, intelligence compared to other students, estimated success in field, ability to think logically) and personal dynamics (helpfulness, likeability, sensitivity to others). The second assessment consisted of the rater's reaction to an overall general rating of the applicant, again using the same five point scale. The final instrument was designed to ascertain the rater's attribution of causes for anticipated success of the applicant in the chosen field. Five point Likert-type items were used to gather assessments on a continuum from strongly disagree to strongly agree to items such as "This applicant will be successful in an advanced program due to sincere effort" and "This applicant will be successful in this program if the applicant is lucky". The responses to these five items were factor analyzed and the results of the orthogonal rotation showed that 67 percent of total variance in the two factor solution fell into item clusters, with 3 items clearly identified with factor 1 ("effort/ability"), 1 item with

a dominant loading on Factor 2 ("luck") and another item with high loadings of both. This item ("This applicant is a very fortunate person") was eliminated, and the remaining four items scored to result in "effort/ability" and "luck" variable values. Therefore a total of five variables were assessed using these Likert-type items: Academic competency, personal dynamics, general rating, effort/ability, and luck. These variables became the set of dependent variables for the study.

Procedure

The subject population consisted of 518 college students who attended a midwestern university. Participation was on a voluntary basis providing an opportunity for students to partially fulfill course requirements. Initially 892 subjects were administered the first scale with a final useable sample of 518 who completed both portions of the study. This attrition rate can be attributed to inability to match data from the first and second administrations of materials. The approximate mean age of the subjects was 20 years. The gender representation was 315 (61%) females and 203 (39%) males. The pool was drawn from colleges campuswide with the following areas represented: education (51%), business (17%), and other (32%). The educational levels were evenly distributed.

The initial administration, given by a member of the research group, occurred during the first week of the Fall, 1981 semester. Each subject was given the attitude inventory instrument which assessed his or her feminist attitude. A code number was used by each subject so that subsequent instrument outcomes could be matched and analyzed without violating the student's anonymity. Towards the end of the semester the subjects were given the second admini-

stration by a different person from the research team in order to avoid having the subjects connect the two administrations in any way. The subjects were given packets containing the demographic questionnaire plus one form of the application materials to a college bachelor program from an associate degree program. The students were informed that the purpose of the exercise was to gather their assessments of application materials. The researcher explained that workshop materials were being prepared to assist students in preparing competent and competitive application materials. Each student was asked to look over the applicant's material in his or her packet and then rate the applicant on the accompanying list of characteristics and statements. All students participated in the task.

Summary of Design

The study was based on a five factor ANOVA consisting of a 2 x 2 x 2 x 2 x 2 design (rater's pro/anti-feminism, sex of rater, sex of referent, sex of field, sex of attributes) with five dependent variables: (1) academic competence, (2) personal dynamics, (3) general rating, (4)effort/ability, (5) luck.

Results

The five dependent variables, since they are each considered important in and of themselves, were analyzed in a univariate fashion. For the academic competency dependent variable, two interactions and two main effects were significant. A significant two-way interaction between sex of rater and sex of referent or applicant ($F(1,484) = 5,587$, $p < .05$) was found. Males rated a male applicant significantly lower than females did

$\bar{X}_{MM}$ = 3.60, $\bar{X}_{FM}$ = 3.84, t = 5.02, p < .001) but the ratings of men and women raters of the female applicant were not significantly different. As indicated in Figure 1, the graph of the interaction, raters demonstrated a trend toward preference of applicants of the opposite sex. A significant four way interaction involving the independent variables sex of rater, sex of field, sex of attributes and rater's pro/anti-feminism ($F(1,484) = 4.65$, $p < .03$) demonstrated that the perceptions of academic competency of the applicant was a function of both the sex of the rater and his/her feminist attitudes as well as the match of the masculine or feminine attributes of the applicant and the field to which the applicant was applying (see Figure 2). A three way interaction involving sex of the rater, rater's pro/anti-feminism, and sex of referent ($F(1,484) = 3.91$; $p < .05$) again confirmed the pattern of the perceptions of academic abilities that the sex of referent and his or her view of feminism influenced the way a male or female applicant was evaluated (see Figure 3). Sex of attributes ($F(1,484) = 27.37$; $p < .001$) and sex of subject ($F(1,484) = 13.94$; $p < .001$) main effects were also significant. Overall, persons with masculine attributes were rated as being more competent academically. Moreover, females tended to rate the applicants more favorably on this dimension than did male raters.

For the personological dependent variable, two significant interactions were found along with one significant main effect. A triple interaction ($F(1,484) = 10.04$; $p < .002$) was revealed which demonstrated that the personal view of the applicant was a function of the sex of the rater and the match

of the sex of the applicant and the field of study (see Figure 4). A two-way interaction was also found between sex of the referent and sex of attributes ($F(1,484) = 5.42$; $p < .02$) (see Figure 5). Regardless of sex of the rater, or the field of study selected by the applicant, the rating of the general personal dynamics of the applicant appeared to be dependent upon the match of the sex of the attribute used to describe the person in the letters of recommendation to referent's gender. Further, a main effect for sex of attributes ($F(1,484) = 172.47$; $p < .001$) showed that feminine attributes were rated higher on this variable than were male characteristics.

The analysis of the overall general rating dependent variable yielded no significant effects. Therefore, it appears that in order for research to be sensitive to bias in the evaluation of materials it is necessary to generate dependent variables that are less global in nature.

The analysis of causal attribution on success included two orthogonal dependent variables, one which investigated an effort/ability dimension and the other which focused on luck as the vehicle for success. The effort/ability analysis yielded three significant double interactions and one significant main effect. Two way interactions involved the following combinations of independent variables: sex of rater X sex of referent ($F(1,484) = 5.16$, $p < .02$); sex of rater X sex of attributes ($F(1,484) = 4.82$, $p < .03$); and sex of referent X sex of field ($F(1,484) = 4.0$, $p < .04$). (Figures 6, 7, 8). Followup analyses revealed that females rated the masculine applicant significantly higher on effort/ability than did male raters. Further, female raters evaluated applicants with masculine attributes significantly higher on effort/ability than did male raters. Regardless of the sex of the rater, significantly more effort/ability was assigned to success for cross-sex fields, (i.e., male in a feminine field and female in a masculine field). A main effect for sex of subject ($F(1,484) = 7.70$; $p < .006$) showed that male

raters tended to assign the cause for success to effort/ability more than did female raters.

For the dependent variable luck, two complex interactions were found, one four way interaction involved sex of the rater x sex of the referent x sex of field x sex of attributes ($F(1,484) = 2.83$; $p < .05$) (Figure 9) and a three way interaction of the variables sex of rater, rater's pro/anti-feminism, and sex of field ($F(1,484) = 5.25$; $p < .02$) (Figure 10). For the quadruple interactions the perceptions of the involvement of luck in success appeared to be a function of match of the sex of the referent, field, and attributes, especially for male raters. Further, as demonstrated by the followup to the triple interaction, the feminist attitudes of male raters were especially salient in their perceptions of masculine and feminine related fields of work.

Discussion and Conclusion

The study demonstrated that bias in the rating of male and female application materials crosses over perceptions of academic competency, personal dynamics, and causal attributions of success. Attitudes about women surface as an important variable, especially for male raters, in perceptions of academic competency, personal dynamics and involvement of luck in success, and often the impact of the match/mismatch condition between applicant's sex, attributes and chosen field of study appears to be more salient in perceptions of male raters than female raters.

The study makes an important contribution to the field of perceptions of competency of women because it includes dimensions of feminist attitude, both male and female raters, and combinations of applicant variables that are sex linked: gender, masculine or feminine attributes and sex-identifiable fields of study.

References

Abramson, P., Goldberg, P., Greenberg, J., & Abramson, L. The talking platypus phenomenon: Competency rating as a function of sex and professional status. Psychology of Women Quarterly, 1977, 2(2), 114-123.

Bernard, M. Does sex role behavior influence the way teachers evaluate students? Journal of Educational Psychology, 1979, 71(4), 533-562.

Chobot, D., Goldberg, P., Abramson, L., & Abramson, P. Prejudice against women: A replication and extension. Psychological Reports, 1974, 34, 478.

Deaux, K., & Emswiller, T. Explanations of successful performance on sex-linked tasks: what is skill for the male is luck for the female. Journal of Personality and Social Psychology, 1974, 29(1), 80-85.

Deaux, K. & Taynor, S. Evaluations of male and female ability: Bias works two ways. Psychological Reports, 1973, 32, 261-262.

Feather, N. Positive and negaitive reactions to male and female success and failure in relation to the perceived status and sex-typed appropriateness of occupations, Journal of Personality and Social Psychology, 1975, 31(5), 536-548.

Feather, N., & Simon, J. Reactions to male and female success and failure in sex-linked occupations: Impressions of personality, causal attributions and perceived likelihood of different consequences. Journal of Personality and Social Psychology, 1975, 31(1), 20-31.

Galassi, J., DeLo, J., Galassi, M., & Bastein, S. The College Self-Expression Scale: A measure of assertiveness. Behavior Therapy, 1974, 5, 165-171.

Galper, R., & Luck, D. Gender, evaluation and causal attribution: The double standard is alive and well. Sex Roles, a Journal of Research, 1980, 6(2), 273.283.

Goldberg, P.A. Are women prejudiced against women? Transaction, 1968, 5, 28-30.

Gross, M., & Geffner, R. Are the times changing? An analysis of sex-role prejudice. Sex Roles, a Journal of Research, 1980, 6(5), 713-721.

Hagan, R., & Kahn, A. Discrimination against competent women. Journal of Applied Social Psychology, 1975, 5(4), 362-376.

Jean, P., & Reynolds, C. The BIAS: Bias in Attitude Survey. Journal of Psychology, 1980, 104, 269-277.

Jean, P., & Reynolds, C. Sex and attitude distortion: Ability of women and men to fake liberal and conservative positions regarding sex roles. Sex Roles, A Journal of Research, in press.

Kahn, A. Reactions of profeminist and antifeminist men to an expert woman. Sex Roles, A Journal of Research, in press.

Levenson, A., Burford, B., Bonno, B., & Davis, L. Are women still prejudiced against women? A replication and extension of Goldberg's study. The Journal of Psychology, 1975, 89, 69-71.

Mischel, H. Sex bias in the evaluation of professional achievements. Journal of Educational Psychology, 1974, 66(2), 157-166.

Peck, T. When young women evaluate women, nothing succeeds like success: The differential effect of status upon evaluations of male and female professional's ability, Sex Roles, A Journal of Research, 1978, 4(2), 205-213.

Pheterson, G. I., Kresler, S. B. & Goldberg, P.A. Evaluation of the performance of women as a function of their sex, achievement, and personal history. Journal of Personality and Social Psychology, 1971, 19(1), 114-118.

Rapin, L., & Cooper, M. Images of men and women: A comparison of feminists and nonfeminists. Psychology of Women Quarterly, 1980, 5(2), 189-195.

Solo, D., & Cole, C. Prejudice against women: A new perspective. Sex Roles, A Journal of Research, 1975, 1(1), 385-393.

Spence, J., & Helmreich, R. Who likes competent women? Competence, Sex-role congruence of interests, and subjects attitudes toward women as determinants of interpersonal attraction. Journal of Applied Social Psychology, 1972, 2(3), 197-213.

Taynor, J., & Deaux, K. When women are more deserving than men: Equity, attribution and perceived sex differences. Journal of Personality and Social Psychology, 1973, 28(3), 360-367.

Taynor, J., & Deaux, K. Equity and perceived sex differences: Role behaviors defined by the task, the mode, and the actor. Journal of Personality and Social Psychology, 1975, 32, 381-390.

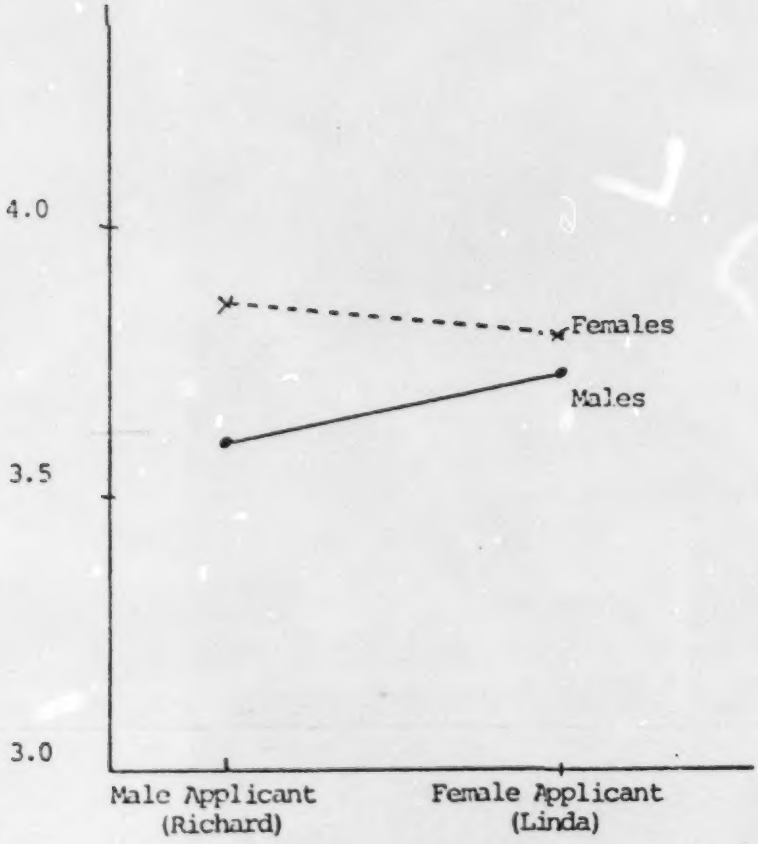

Figure 1. Sex of Rater X Sex of Applicant

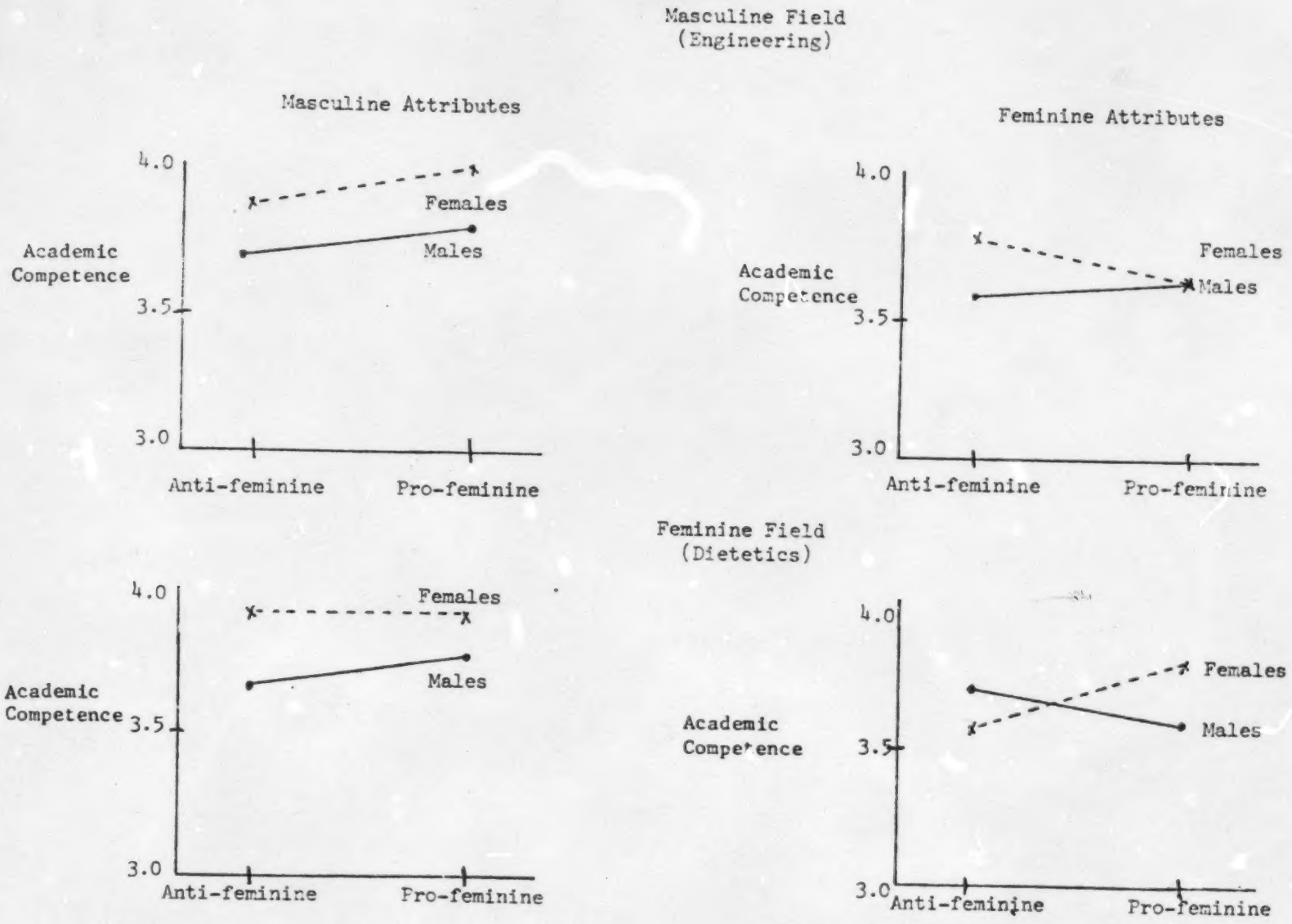

Figure 2. Sex of Rater X Rater's Pro/Anti-feminism X Sex of Attributes X Sex of Field

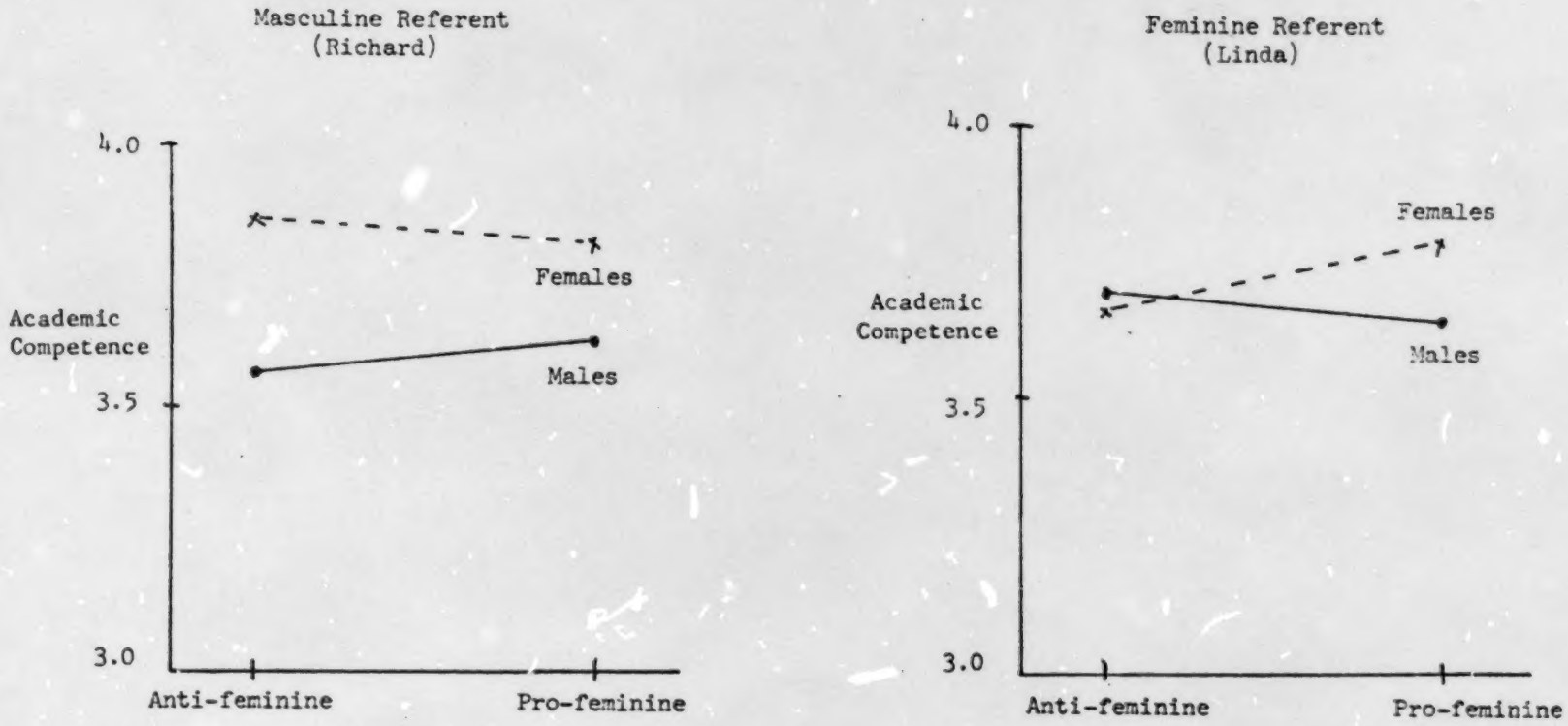

Figure 3. Sex of Rater X Rater's Pro/Anti-feminism X Sex of Referent

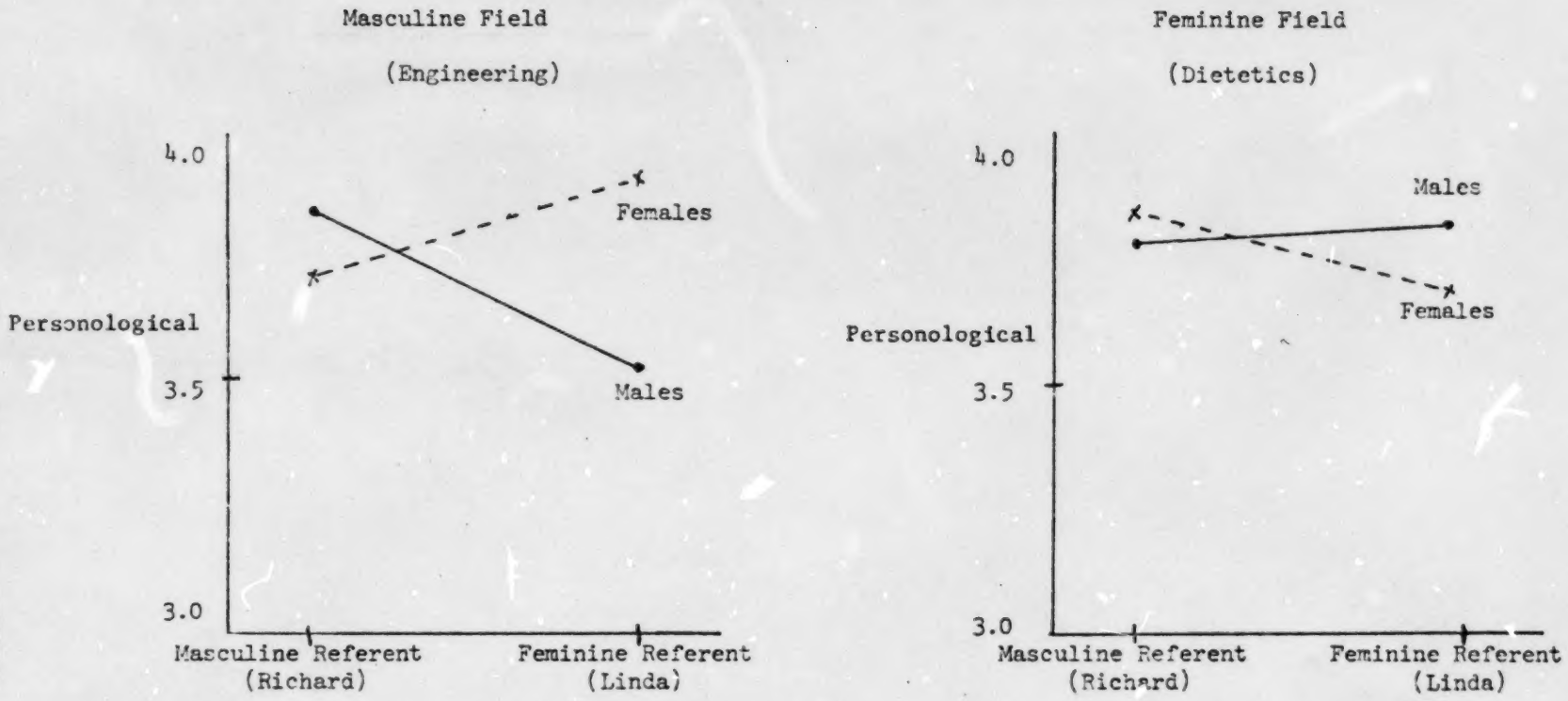

Figure 4. Sex of Rater X Sex of Referent X Sex of Field

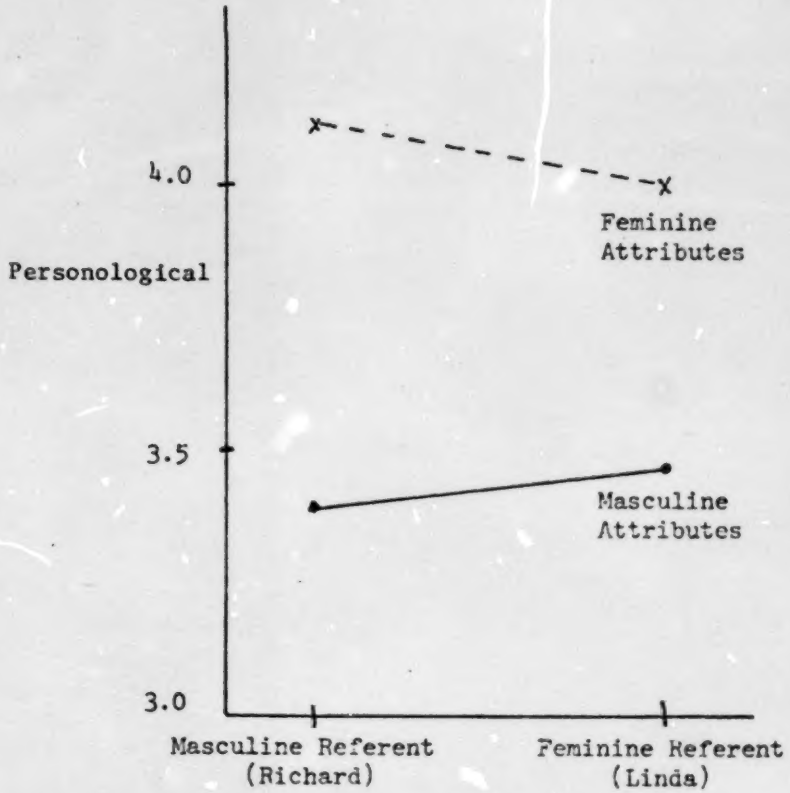

Figure 5. Sex of Referent X Sex of Attributes

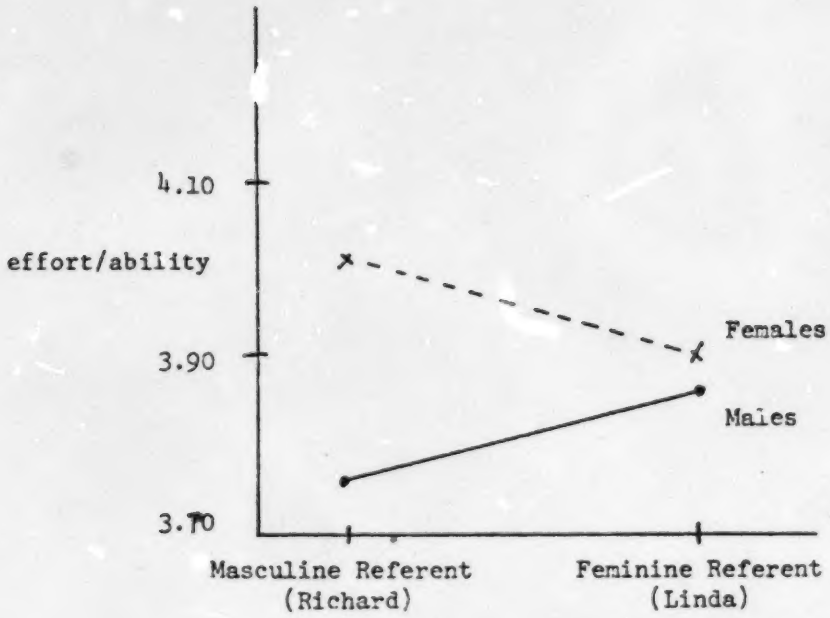

Figure 6. Sex of Rater X Sex of Referent

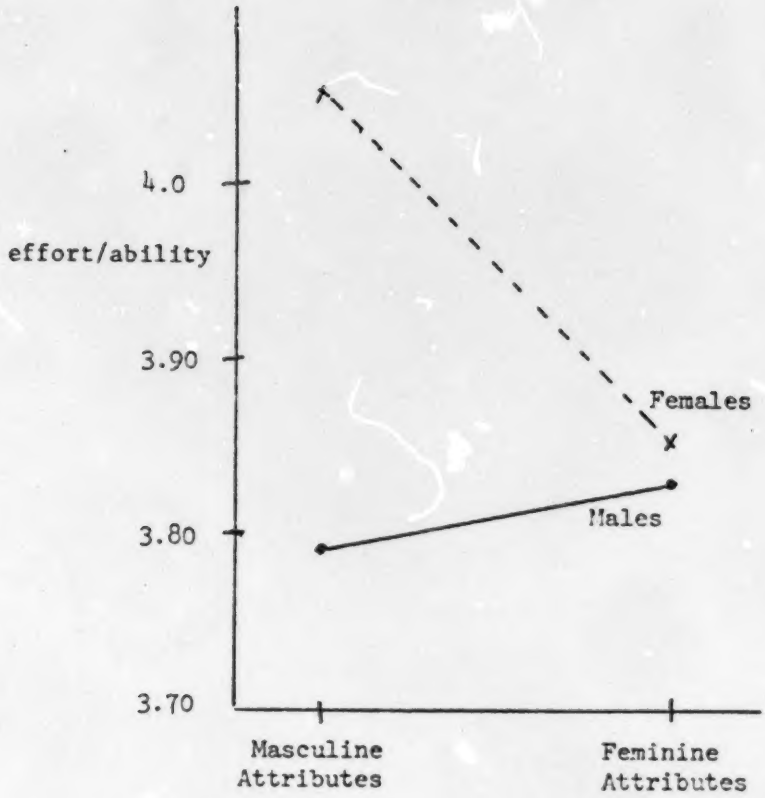

Figure 7. Sex of Rater X Sex of Attributes

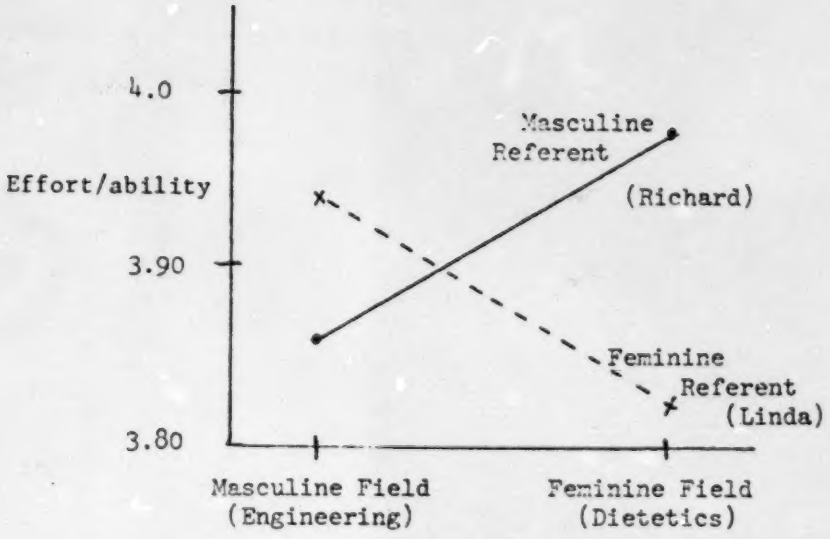

Figure 8. Sex of Referent X Sex of Field

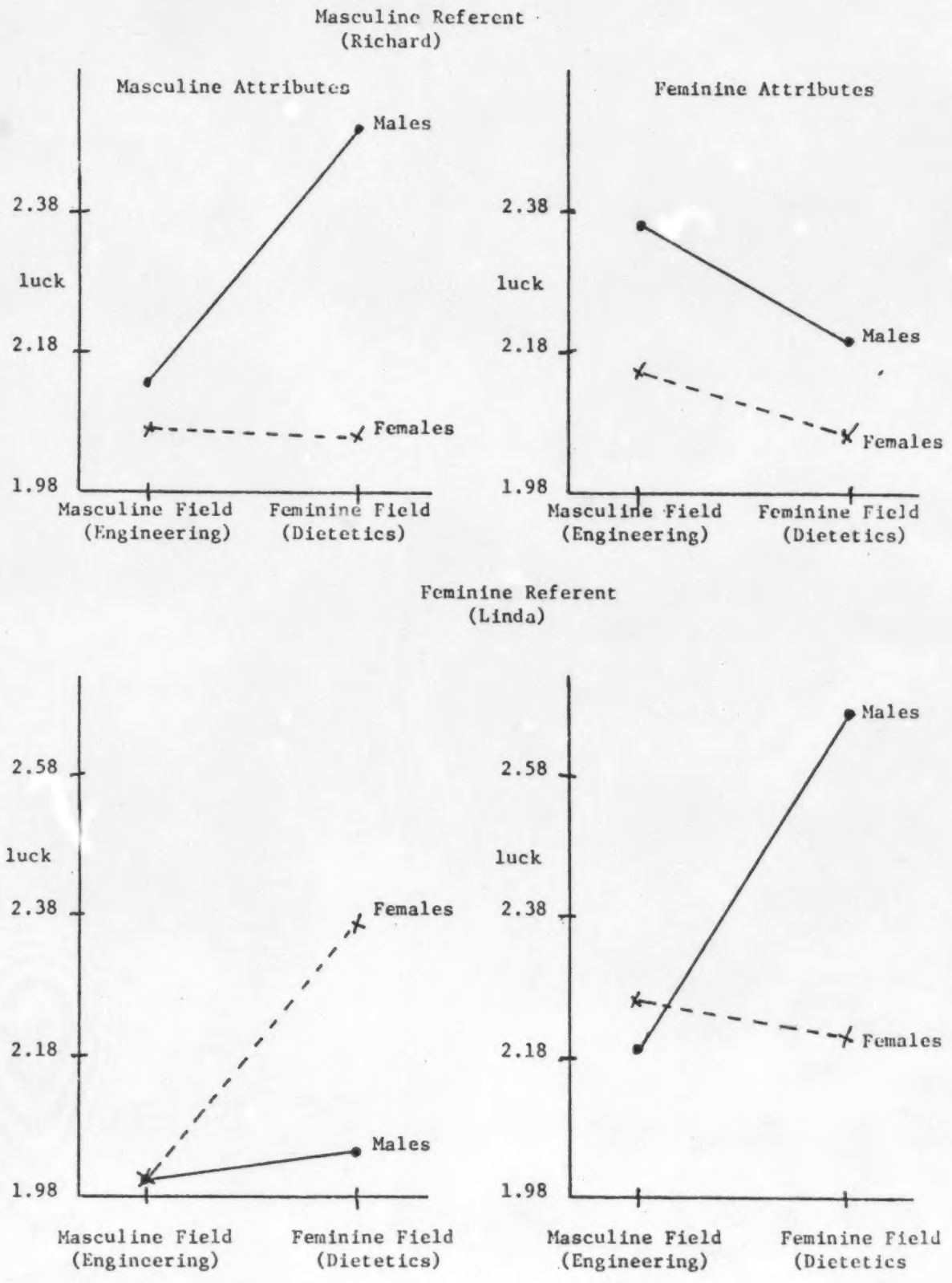

Figure 9. Sex of Rater X Sex of Referent X Sex of Attributes X Sex of Field

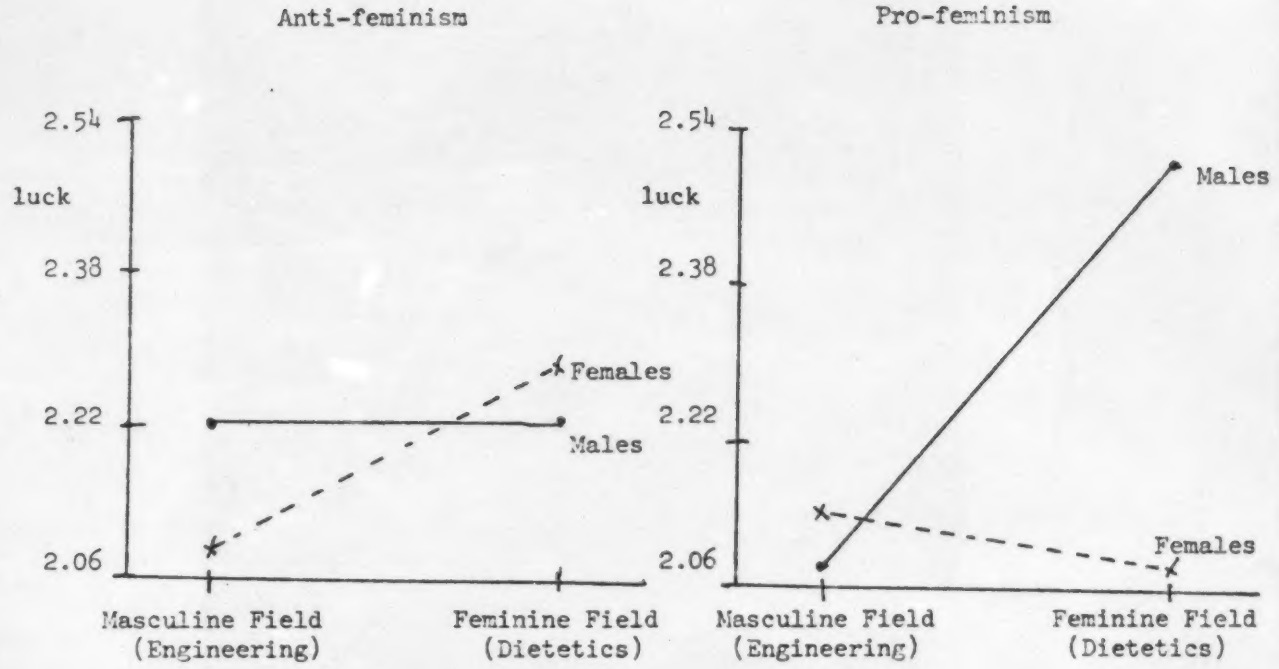

Figure 10. Sex of Rater X Rater's Pro/Anti-feminism X Sex of Field

Appendix A

Examples of Instruments

In order to develop materials for workshops on writing successful or impressive applications, we are seeking your reactions to the attached materials.

Principia College awards degrees at the associate's (A.A.) and bachelor's levels (B.A.). After attaining the A.A. degree, students must apply for the continuation program to earn their B.A. Attached are copies of one student's faculty recommendation and personal application.

Please read the materials and complete the questionnaire on the last page using the separate answer sheet.

Thank you for your assistance.

Please complete the following information about yourself:

Soc. Sec. No. _____

Age: _____

Sex: _____

College Major: _____

Educational Level:

Freshman: _____

Sophomore: _____

Junior: _____

Senior: _____

Graduate Student: _____

Other: _____

Home Town Size:

100-800: _____

800-5,000: _____

5,000-100,000: _____

100,000-300,000: _____

over 300,000: _____

ATTITUDE INVENTORY

Instructions: Please respond to each of the following statements using the following code:
1 = STRONGLY DISAGREE 2 = DISAGREE 3 = NEUTRAL 4 = AGREE 5 = STRONGLY AGREE
Mark your responses on the answer sheet.

1. If a friend who has borrowed $5.00 from you seems to have forgotten about it, you should remind this person.

2. If your roommate without your permission eats food that he knows you have been saving, you can express your displeasure to him.

3. One should not refuse if a friend makes a request, even if it seems unreasonable.

4. It is important that marriages have a definite division of roles.

5. Men teachers are better disciplinarians than women.

6. People should go out of their way to avoid trouble with other people.

7. If someone you respect expresses opinions with which you strongly disagree, you should not venture to state your own point of view.

8. If a person of the opposite sex whom you have been wanting to meet smiles or directs attention to you at a party, you could take the initiative in beginning a conversation.

9. If you were studying and if your roommate were making too much noise, it would be easy to ask them to stop.

10. If after leaving a store someone realized that they have been "short-changed", they should just forget about it.

11. Complimenting and praising others is difficult.

12. If you find yourself becoming fond of someone you are dating, it would be difficult telling them.

13. If you arrive late for a meeting, it is better to stand than go to a front seat which could only be secured with a fair degree of conspicuousness.

14. It is important for me to know whether a baby is a boy or girl so I will know how to act towards the child.

15. If you decided to change your major to a field which your parents will not approve, it would be difficult telling them.

16. American males should identify primarily with the role of the breadwinner.

17. Men who rape women are generally men who do not have fulfilling sex lives.

18. It is important for a woman to satisfy her husband even though her sex desires may be less than his.

19. People should ignore it when someone pushes in front of them in line.

20. The most natural position for sexual intercourse is with the male on top.

21. In order to be fulfilled as a woman, a female should get married and become a mother.

22. Little girls should be protected from tough games and the chance of getting hurt.

23. The reason that U.S. history textbooks do not include very many women is that women actually played a minor role in the development of this country.

24. If food which is not to your satisfaction is served in a restaurant, you should complain about it to the waiter.

25. Women are more suited for repetitive tasks than men.

26. If a friend betrays a confidence, one should hesitate to express annoyance.

27. Anger or annoyance toward the opposite sex should be expressed when it is justified.

28. One should not hesitate about asking a good friend to lend them a few dollars.

29. It is easy to express love and affection to people for whom one cares.

30. One should keep opinions to oneself.

31. A woman needs the support of a man to advance professionally.

32. One should insist that a roommate does a fair share of the cleaning.

33. If someone keeps kicking the back of your chair in a movie, you should ignore it.

34. If your date calls on Saturday night 15 minutes before you are supposed to meet and says that she (he) has to study for an important exam and cannot make it, you should not express your annoyance.

35. If a friend unjustifiably criticized you, it is best to express your resentment, then and there.

36. When a person is blatantly unfair, it is best to say nothing about it to him.

37. Little boys should be encouraged to play with dolls and little girls should be encouraged to play with trucks.

38. If someone interrupts you in the middle of an important conversation, you should request that the person wait until you have finished.

39. When a clerk in a store waits on someone who has come in after you, you should call his attention to the matter.

40. If the aims of women's liberation are met, men will lose more than they will gain.

41. Men and women are better suited to different kinds of occupations due to factors other than physical strength.

42. A decline in the husband's adherence to traditional male values and behaviors is beneficial to family life.

43. It is more important for the woman (than the man) to put limits on sexual activity because her reputation is at stake.

44. Women who work are taking jobs away from men.

45. Changing language to include women is an irrelevant issue.

46. If a person teases you to the point that it is no longer fun, it is difficult to express your displeasure.

47. A real man is one who can take responsibility for his wife and children.

48. The most important thing for a woman to do if she is being battered by her husband is to understand what she is doing to provoke it.

49. Biology determines ones destiny.

50. Women take longer to reach emotional maturity than men.

51. Most women prefer a strong dominating male.

52. Women should protect themselves from rape by not going out alone after dark.

53. Women, with their monthly cycles, are not fit for jobs that require constant stress and important decision making.

54. If a salesman has gone to considerable trouble to show someone some merchandise which is not quite suitable, it would be hard to say no.

55. Women are better suited for nurturing, supportive type jobs, or those dealing with bodily concerns.

56. In times of high unemployment, jobs should first be available to men with families.

57. It is difficult to ask a friend to do a favor.

58. Rape generally occurs when a man has an overwhelming lustful desire.

59. One should be overly careful to avoid hurting other people's feelings.

60. Employers must be cautious about hiring women for career positions due to a woman's tendency to marry, have children, or move with her family.

61. A person should freely volunteer information or opinions in class discussions.

62. If friends visit when you want to study, you should ask them to return at a more convenient time.

63. If you were in a small seminar and the professor made a statement that you considered untrue, you would question it.

64. If you are angry at your parents, it is hard to tell them.

65. I'm comfortable in traditional sex roles and don't want to change.

66. Because of their future roles, it is more important for little girls to play house than little boys.

67. Little girls are more easily frightened than little boys.

68. If a husband is offered an advancement which involves transfer to another area, the wife's career should be considered as secondary in arriving at a decision.

69. The equal rights amendment is unnecessary.

70. It is difficult to stand up for one's rights.

Principia College

Application Form

NAME: Richard K. Walker

Degree/Program Applying for: Mechanical Engineering

Hours Completed: 60 Class Standing: Sophomore

Grade Point Average: Overall: 3.0 Major Courses: 3.3

Honoraries: Freshman Scholastic Honorary (Alpha Lambda Delta) David Scholarship $500

Organizations: Student Engineers Club; American Society for Mechanical Engineer, Student member

Related Work Experience: summer employment between sophomore and junior year with the Tektronics Corporation through the College-Corporation Co-op Program

DIRECTIONS: On the accompanying answer sheet please rate the applicant on each of the following characteristics using the following five point code.

CODE: 1=very low 2=low 3=average 4=high 5=very high

1. Helpfulness
2. Liklihood of encountering difficulty in future classes
3. Likeability
4. Expected competency at the end of the academic program
5. Sensitivity to others
6. Suitability of applicant to continue in the field of study
7. Ability to think logically.
8. Competency as a student
9. Appropriateness of student's choice of major
10. Intelligence compared to other students.
11. Assertiveness
12. General intelligence
13. Estimated success in career
14. Estimated success in academic program
15. General rating of the applicant

DIRECTIONS: For each of the following statements, indicate on the answer sheet your sentiment using the following scale.

SCALE: 1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

1. This applicant will be successful in the advanced program due to sincere effort.
2. This applicant will be successful in this program if the applicant is lucky.
3. This applicant usually puts a great deal of effort into working toward a goal.
4. This applicant is a very fortunate person.
5. This applicant has a great deal of ability.

Letter of Recommendation

February 10, 1981

To Whom It May Concern:

I am pleased to recommend Richard K. Walker as an applicant for the continuation program in Mechanical Engineering leading to the B.A. degree. I have had Richard in several classes and believe him to be a fine individual and student who is self-confident, assertive, and independent. In class discussions, Richard is always quite logical and objective, possessing the skills to win others over to his side. Richard's competitive spirit encourages him to pursue challenges aggressively and to show considerable leadership qualities. Richard's work is always of the highest calibre and he would be an excellent candidate for the continuation program.

Sincerely,

W.S. Grant

W.S. Grant, PhD.

RME